



Online Explanation Text Writing Skills Learning (Case Study in Class Viii Smp Negeri 1 Bangsal, Mojokerto Districts for the 2020/2021 Academic Year)

Intan Brama Putri; Sumarwati; M. Rohmadi

Sebelas Maret University, Indonesia

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Abstract

SMP Negeri 1 Bangsal has implemented online learning in accordance with a government circular. Online learning often confuses students in communicating with subject teachers. Online learning tends to limit teachers in conveying material, this is one of the obstacles experienced by teachers. The purpose of this research is to 1) describe the learning plan for writing explanatory text skills online for class VIII students of SMP Negeri 1 Bangsal, Mojokerto Regency, 2) describe the implementation of teaching learning skills for writing explanatory texts online for class VIII students at SMP Negeri 1 Bangsal, Mojokerto Regency, 3) describe the assessment of learning the skills of writing explanatory texts online in class VIII students of SMP Negeri 1 Bangsal Mojokerto Regency, 4) describe the constraints and solutions to learning skills of writing explanatory texts online in class VIII students of SMP Negeri 1 Bangsal Mojokerto Regency. The form of this research is descriptive qualitative. The data in this study are in the form of written data and oral data. In this study using data collection techniques in the form of interviews, observation, and study of documents. The validity of research data in qualitative research has three ways, namely triangulation, informant review, and member check. Data analysis techniques in this study are data collection, data reduction, data presentation, and drawing conclusions. The results of the study concluded that: 1) The learning plan for writing explanatory text skills online prepared by the teacher has not paid attention to the components of the lesson plans in Permendikbud number 22 of 2016. 2) The implementation of learning skills to write explanatory texts is broadly not in accordance with lesson planning. 3) Assessment in learning explanatory text writing skills is the teacher conducting project assessments and class assessments. 4) the obstacles that occur in the learning activities of writing explanatory text skills include teacher and student constraints. The solution in this study is for teachers to re-understand the guidelines for the learning process, as well as for students to utilize other learning resources.

Keywords: *Writing Skills; Explanatory Text; Online Learning*

Introduction

The rapid development of science makes one also have to follow the development of language. To follow the development of language, one must have language skills. There are four language skills, including listening, speaking, reading, and writing. These four language skills are interrelated. These four skills can be done together, for example, in writing activities students require the process of listening and reading first. Communicating through writing can be used as a record of information that can be read or opened at any time when needed. In addition, the wealth of information based on reading and writing skills can be a provision for students to be skilled in speaking in discussions in class and outside the classroom (Rohmadi, 2018: 31).

Writing skills that are not balanced with practice are one of the factors that students are less skilled at writing. Students, especially class VIII, are expected to have the ability to present ideas in the form of an appropriate text so that it is easier for others to understand the ideas they want to convey. The skill of writing explanatory text is one of the skills that must be possessed by students. In explanatory text writing skills, students are expected to be able to write texts by utilizing events that occur around them. Students can first observe the events that occur, then write the process of how these events occurred, what caused the events, and the impact of these events. One of the studies related to the learning of explanatory text writing skills was carried out by Khairullah (2019) if the teaching and learning process did not go well and there was no feedback from students on the material presented by the teacher, it would have an impact on learning outcomes.

The material for writing explanatory text skills is found in Permendikbud No. 14 of 2019 concerning one sheet RPP is a mandatory task for teachers to achieve efficient and effective learning. According to Isnatun and Farida (2013: 80) explanatory text is a text that explains the process of occurrence or formation of a natural or social phenomenon. Based on Permendikbud No. 14 of 2019 as described above regarding the basic competencies of 3.10 and 4.10 grade VIII SMP students are required to have the skills to write explanatory texts.

It was later discovered that the outbreak of the COVID-19 pandemic in almost all of the world, including Indonesia, also had an impact on the education sector, namely by stopping face-to-face learning and replacing it with distance learning (online). Online learning itself is learning that uses the internet network to carry out learning interactions. This online learning is an innovation in the world of education to answer the challenge of the availability of varied learning resources (Purmadi, et al, 2018: 135). Not having to do face-to-face learning processes, students can learn anywhere, anytime, and in any situation with today's learning innovations. In other words, students can still learn and communicate with teachers even though they are far apart.

SMP Negeri 1 Bangsal has implemented online learning in accordance with the government's Circular. Based on the results of an interview with one of the Indonesian language teachers at the school, Mrs. Kiki Aprilia S.Pd., online learning often confuses students in communicating with subject teachers. Online learning tends to limit teachers in delivering material, this is one of the obstacles experienced by teachers. Therefore, the researcher is interested in conducting a research entitled Learning Explanatory Text Writing Skills Online (Case Study on Class VIII Students of SMP Negeri 1 Bangsal, Mojokerto Regency, Academic Year 2020/2021).

Method

The research was conducted at SMP Negeri 1 Bangsal in class VIII class F and class H even semester of the 2020/2021 school year. The form of this research is descriptive qualitative. The research strategy used is a case study. The data in this study were written data and oral data. Written data as primary data in the form of lesson plans and the results of students' explanatory text writing skills. Oral

data as secondary data in the form of interviews between researchers with teachers and students, as well as the results of observations of the learning process. The main data sources in qualitative research are words and actions, the rest are supplementary documents. In this study using data collection techniques in the form of interviews, observations, and document studies. The validity of the data in this study used triangulation techniques, namely triangulation of data sources, triangulation of methods, and review of informants. Furthermore, the data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions.

Result and Discussion

1. Planning for Online Explanatory Text Writing Skills Learning for Class VIII Students of SMP Negeri 1 Bangsal, Mojokerto Districts

In accordance with Permendikbud number 22 of 2016 learning planning includes the preparation of lesson plans, materials, methods, media, learning resources, assessment tools, and learning scenarios. In the teaching and learning process, many factors need to be considered so that the learning objectives can be achieved by students. Therefore, in the preparation of the syllabus and lesson plans, it is necessary to adjust the learning approach according to the character, situation, and condition of students during online learning. The syllabus in the 2013 curriculum, which guides teachers in preparing lesson plans, has been prepared by the education department. This agrees with Mulyasa (2013: 80) in the 2013 curriculum, syllabus development is no longer prepared by the teacher but has been prepared by the curriculum development team both at the central and regional levels.

2. Implementation of Online Explanatory Text Writing Skills Learning for Class VIII Students of SMP Negeri 1 Bangsal, Mojokerto Districts

Learning activities during the COVID-19 pandemic at SMP Negeri 1 Bangsal are carried out online. In the implementation of online explanatory text writing skills learning, teachers need to prepare for its implementation. Preparations made by teachers in the implementation of online learning are lesson plans, internet quotas, hardware (computers/laptops/mobile phones), learning materials, learning methods, learning media, learning resources, and learning steps. Although learning is done online, the interaction between teachers and students through hardware provides a learning experience for students so that students get learning materials. The learning materials that have been prepared and delivered by the teacher are guided by the syllabus. Learning materials are materials needed for the formation of knowledge, skills, and attitudes (Komalasari, 2013: 28). Learning material is an important component in the learning process that must be prepared to achieve learning objectives.

3. Assessment of Online Explanatory Text Writing Skills Learning for Class VIII Students of SMP Negeri 1 Bangsal, Mojokerto Districts

According to Farida (2017: 2) assessment is an activity or process that is systematic, sustainable, and comprehensive in order to control, guarantee, and determine the quality (value and meaning) of various learning components based on certain considerations and criteria. The way to determine success in learning requires an assessment. The learning assessment applied by the Indonesian language teacher in class VIII of SMP Negeri 1 Bangsal in learning explanatory text writing skills, namely project assessment and class assessment. Project assessment is an assessment taken from one or several tasks given by the teacher that must be completed within a certain period of time. The project assessment in this study was taken from the students' explanatory text writing assignments at the first and second meetings. Furthermore, class assessment includes daily tests, mid-semester tests, and end-of-semester assessments. Class-based assessments can be carried out by conducting performance assessments (Sudaryono, 2012: 72-75). The purpose of this assessment is to achieve the KKM value in the learning process in the classroom. If it has reached the KKM value, then the teacher has succeeded in the learning process.

4. Obstacles and solutions for learning online explanatory text writing skills for class VIII students of SMP Negeri 1 Bangsal, Mojokerto Districts

a. Teacher Obstacle

1) Planning

a) Format and Systematics for Writing RPP

Based on the results of interviews and research findings, the teacher's obstacles are in writing lesson plans, teachers prepare lesson plans as learning guidelines by adjusting students' conditions during the covid-19 pandemic, where conditions during the pandemic that are required to do online learning are very different from face-to-face learning.

2) Implementation

a) Learning Method

Based on the results of interviews and observations that have been made by the author, the teacher does not apply the learning methods listed in the lesson plans. Teachers use learning methods that can be adapted to situations and conditions when online learning takes place.

b) Learning Media

Based on the results of interviews and observations made by the author, teachers are required to think creatively and make innovations in the use of media so that learning materials can be accepted and understood by students even though learning is done online.

3) Assessment

Limited time and conditions during the pandemic make teachers less than optimal in giving assessments. In practice, not all students collect the assignments given by the teacher.

b. Student Obstacles

There are several factors that hinder students in learning the skills of writing explanatory texts which are done online, namely internal factors and external factors. Internal factors include low literacy skills and low independent learning abilities, while external factors include inadequate online learning support facilities and difficult internet access.

The Solution Is to Overcome the Obstacles in Learning Writing Explanatory Text Skills online

a. Solutions to Overcome Teacher Problems

1) Planning

a) Format dan Sistematika Penulisan RPP

The solution to the problems of planning the format and systematics of writing lesson plans experienced by teachers is to improve them. Therefore, teachers need to study and review the syllabus in the 2013 curriculum. Teachers must follow the latest developments regarding online teaching and learning activities.

2) Implementation

a) Learning Method

The solution to overcome the obstacles experienced by teachers is that teachers need to prepare appropriate learning methods for learning explanatory text writing skills before class starts. If there are obstacles in implementing the planned learning method, the teacher must have a backup of other learning methods that are in accordance with the learning material.

b) Learning Media

The solution to overcome the obstacles experienced by teachers is one of them by preparing, updating, and increasing knowledge about learning media that are suitable for use in online learning before learning begins. If there are problems with the learning media that have been prepared previously, the teacher must have a backup of other learning media.

3) Assessment

To overcome the teacher's obstacles in the assessment, the teacher can provide an assessment in terms of attitude, because if it is guided by the 2013 Curriculum the assessment consists of 3 aspects, namely knowledge, skills, and attitudes. Teachers can also provide portfolio assessments as assessments based on the results of projects that have been made by students. This can be done by the teacher to improve the results of students' skills in writing explanatory texts.

b. Solutions to Overcome Student Problems

1) Internal Factors

(a) Low Literacy Skills

The right solution to overcome these obstacles is to familiarize students with reading books diligently. Teacher guidance is needed to raise students' awareness that reading habits are very important to add insight and obtain more information, especially during the current pandemic.

(B) Low Ability to Learn Independently

The solution that can be done to overcome these obstacles is the application of joint reflection. Although learning is done online, reflection of learning as much as possible is still carried out. This can be done by reflecting on students' notes while studying at home.

2) Eksternal Factors

(a) Inadequate Online Learning Support Facilities

The solution to inadequate online learning support facilities is the use of facilities and infrastructure available at schools. Some students who are constrained by online learning support facilities can use the existing facilities and infrastructure at the school alternately or on a scheduled basis.

(B) Difficult Internet Access

The solution to overcome these obstacles is one of them by maximizing free quota assistance from the Ministry of Education and Culture. Students can report to the teacher to get the free quota. The Ministry of Education and Culture, Research and Technology has distributed RP 2.3 trillion for internet data quota assistance for 26.8 million students, university students, and educators to support online learning activities.

Conclusion

The results of the study concluded that: 1) The learning plan for writing explanatory text skills online prepared by the teacher has not paid attention to the components of the lesson plans in Permendikbud number 22 of 2016. 2) The implementation of learning skills to write explanatory texts is broadly not in accordance with lesson planning. 3) Assessment in learning explanatory text writing skills is the teacher conducting project assessments and class assessments. 4) the obstacles that occur in the learning activities of writing explanatory text skills include teacher and student constraints. The solution in this study is for teachers to re-understand the guidelines for the learning process, as well as for students to utilize other learning resources.

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